Name:

**Unit 1 Rhetorical Analysis: Henry and Edwards**

**English III**

**Directions:** Complete this chart for Henry’s “Speech to the Virginia Convention” and Edwards’ “Sinners in the Hands of an Angry God.” Be sure to include textual evidence from each piece.

**Part one: Speech to the Virginia Convention**

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| --- | --- |
| **WHAT the Writer Does** | **WHY the Writer Does It** |
| Author’s Claim/Argument: | Why did the author choose this claim or argument? |
| What is the tone of the piece?(Celebratory? Critical? Sarcastic? Serious? Humorous? Personal? Impersonal? Mocking? Passionate? etc…) | How does the tone reveal the bias of the author? How does the tone contribute to the purpose of the piece? |
| What is the author’s purpose? (To explain? To inform? To anger? Persuade? Amuse? motivate?) | Why does the author choose this purpose? What effect does it create (on his audience)? Has the writer accomplished his goal? Explain and use evidence that supports your assertions. |
| Who is the author’s intended audience? | Why does the writer engage this audience? List evidence that supports the intended audience. |
| How does the writer establish credibility (ethos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s ethos.) List evidence here. | How do these examples create ethos? |
| How does the writer use logic to support his purpose (logos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s logos.) List evidence here. | How do these examples create logos? |
| How does the writer appeal to his audience’s emotions to create change/incite action (pathos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s logos.) List evidence here. | How does the audience respond to the use of emotional appeals? Don’t forget to identify what emotions are created with the appeal. |

**Part Two: Sinners in the Hands of an Angry God**

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| --- | --- |
| **WHAT the Writer Does** | **WHY the Writer Does It** |
| Author’s Claim/Argument: | Why did the author choose this claim or argument? |
| What is the tone of the piece?(Celebratory? Critical? Sarcastic? Serious? Humorous? Personal? Impersonal? Mocking? Passionate? etc…) | How does the tone reveal the bias of the author? How does the tone contribute to the purpose of the piece? |
| What is the author’s purpose? (To explain? To inform? To anger? Persuade? Amuse? motivate?) | Why does the author choose this purpose? What effect does it create (on his audience)? Has the writer accomplished his goal? Explain and use evidence that supports your assertions. |
| Who is the author’s intended audience? | Why does the writer engage this audience? List evidence that supports the intended audience. |
| How does the writer establish credibility (ethos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s ethos.) List evidence here. | How do these examples create ethos? |
| How does the writer use logic to support his purpose (logos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s logos.) List evidence here. | How do these examples create logos? |
| How does the writer appeal to his audience’s emotions to create change/incite action (pathos)? (Consider how repetition, word choice, dramatic pause, literary devices are used to create the speaker’s logos.) List evidence here. | How does the audience respond to the use of emotional appeals? Don’t forget to identify what emotions are created with the appeal. |